Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEA GRANTS ADMINISTRATION JAN 23 2014
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Seguin ISD	094901	1221 E Kingsbury St	
Mailing address line 2	City	State	ZIP Code
	Seguin	TX	78155

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
094901	All Campuses	13	TX-28	078486198

Primary Contact

First name	M.I.	Last name	Title
John		Burks	Asst Superintendent of C&I
Telephone #	Email address		FAX #
830-401-8616	jburks@seguin.k12.tx.us		830-379-1139

Secondary Contact

First name	M.I.	Last name	Title
Cynthia		Borden	Dir of Federal and State Acct
Telephone #	Email address		FAX #
830-401-8625	cborden@seguin.k12.tx.us		830-379-1139

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Irene		Garza	Superintendent
Telephone #	Email address		FAX #
830-401-8614	igarza@seguin.k12.tx.us		830-379-1139
Signature (blue ink preferred)			Date signed
Dr Irene Garza			1/20/14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the Instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Seguin Independent School District (SISD) is a large 4A school district with approximately 7,400 students and 420 teachers. We are located 50 miles east of San Antonio and 60 miles south of Austin. While Seguin, Texas, is the government center of Guadalupe County, the majority of the 365 miles that encompass SISD is rural. Enrollment data shows 68.8% of the student population is economic disadvantaged, 9.5% is Limited English Proficient, and 9.3% is Special Education. Our population of teachers is diverse to meet the needs of our students and 8.8% of the teachers are bilingual certified and 19.3% are Special Education certified. Annually, Seguin ISD conducts a formal District Needs Assessment. This process requires SISD to analyze the needs of the students and teachers within Seguin ISD. The process helps the district proactively identify and address the identified needs via Seguin ISD's District and Campus Improvements Plans based on the allowable funds for each school year. In the District's Needs Assessment process Data Team(s) are utilized for progress monitoring of the activities and reviewing quarterly financial reviews of all funding. In addition, Seguin ISD addresses the required practices of the Educator Excellence Innovation Program by having its District Site-based Decision Making team, (or the DEIC), complete an additional annual assessment specifically targeting teachers and their effect on student achievement. Currently, this dual District Needs Assessment process has collectively identified the following SISD needs: 1.Teaching Experience and Opportunities; 2. Professional Development; 3. Incentive Programs; and 4. Recruitment & Retention. Through the EEIP, SISD will be able to target the identified needs and develop strategies that will assist Seguin ISD in a variety of major areas, including the following goals: **a. Becoming more competitive with other school districts through incentives to recruit and retain highly qualified staff; b. Reforming the current mentor system into one that is research-based and motivational; and c. Creating opportunities for staff to enhance their professional repertoire and ultimately their effectiveness.**

Teacher Experience and Opportunities

While the majority of teachers in Seguin ISD have between 5 and 20 years of teaching experience, 25% have less than five years of experience. Similar to the state, there is a 5% drop in the number of teachers with between 0-5 years of experience and those with 6-10 years. Seguin ISD does not have a defined and consistent mentoring system to provide uniform support to all personnel. The current system, which was elected by the campuses, would be viewed by many as a buddy system. It is composed of experienced teachers being a confidant and advisor to the mentees but it does not include a defined structure, or a consistent evaluation component. With the assistance from the EEIP, Seguin ISD plans to **reform the current mentor system into one that is research-based and motivational**. Specifically, with the advice of staff at ESC 13 requested for EEIP planning purposes, Seguin ISD has already obtained mentor system models from four school districts and completed internal analyses to determine which model and which components would best fit Seguin ISD. That activity led to the best programmatic details from each of the four models being utilized for the creation of the SISD Mentor Program, which includes but is not limited to the following reforms: 1. A part-time retired teacher to serve as a Mentor Coordinator; b. Defined application, selection, training, and support processes for mentors; and 3. a two-pronged (i.e., psychological and instructional) support system for new teachers.

Through staff surveys and data, trends have been noticed to where teachers that have longevity in the district or move up to leadership skills live in Seguin or one of the small neighboring towns. Because of this, Seguin ISD prides itself on hiring and promoting within. However, a consistent career pathway system has not been developed and Seguin ISD would like to remedy that need through the EEIP. Specifically, **Seguin ISD would like to offer pathways in the following areas: District Administration, Campus Administration, Counseling, Instructional Coaches, Lead Teachers, and Dual-credit Teachers.** Participation in the career pathway system will be competitive through an application process. In order to properly and consistently serve and provide opportunities, a maximum of 20 applicants will be selected per school year. To facilitate and monitor the learning process, each participant will be assigned a supervisor and will have access to up to $1,500 to be used as a reimbursement for tuition or registration for professional development as approved by their supervisor. This targeted professional development will enable **Seguin ISD staff to enhance their professional repertoires**, while building a foundation of highly-qualified and highly-effective staff.

Professional Development

Because of its varied experience level of its teachers, Seguin ISD will tier its Professional Development Program to the needs of the teachers and their skill levels to **create opportunities for staff to enhance their effectiveness.** The offerings and sessions will be updated to a conference-style format that all teachers will attend.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As teachers just out of college may have more knowledge than experienced teachers in some areas (e.g., differentiated instruction, technology, etc.) while experienced teachers may be more proficient in areas like planning and interventions. Tiering Professional Development offerings and sessions will be a more efficient use of each teacher's time and intellectual capital. In addition to standard Professional Development options, Seguin ISD teachers will be able to suggest sessions and classes based on actual observations, evaluations, and student assessment results. Importantly, following each of the suggested Professional Development sessions and classes, the appropriate Instructional Coach, campus administrator (Principals and Assistant Principals), or supervisor will be able to assist in follow-up and follow-through on the presented instructional concepts and strategies in the form of actual classroom observations, modeling, and coaching.

Incentive Program

Seguin ISD's Incentive Program will be a six-tiered system involving performance recognition and monetary reward designed to generate a variety of important outcomes including, but not limited to, the following: **a. induce teacher pedagogical growth; b. Foster a collaborative environment; and c. Impact student performance.** The tiered system will be based on points awarded for performance and results in the areas shown below. Monetary compensation will not occur until the second tier as the first tier is based on standard teacher expectations, which will be reflected in their performance evaluations and can result in earning of a compensation day, Teachers will have the ability to earn a total of up to $2,500 if they reach the sixth and highest tier. Currently, it is expected that, points will be awarded to reach higher levels for performance and results in the following areas:

- Local Professional Development;
- Outside Professional Development;
- Participation on committees and/or teams;
- Presenters and/or trainers of others;
- Observations showing use of the instructional concepts and/or strategies from Professional Development;
- Work with the community;
- Work with parents;
- Participation in after-school courses;
- Participation in online courses; and
- Participation in over-the-summer courses.
-

Teachers will also be rewarded points based on their students' performance. SISD's District Indicator II showing each student's growth will be evaluated on a teacher-level basis with points awarded based on the percentage of students that meet Level II and Level III performance. Teachers in non-STAAR subjects or grade levels will have the growth of their students measured by their pre- and post-tests results.

Recruitment & Retention

Seguin ISD's identified Recruitment & Retention needs will be targeted through evaluation and assessment of "best practices" in an effort to **become more competitive with other school districts through incentives to recruit and retain highly qualified staff**. Seguin ISD will ensure that employee compensation is competitive with surrounding school districts and will also align both its Professional Development and Mentor systems so that all teachers new to Seguin ISD are supported as mentioned above and are provided with a Career Pathways Program. Seguin ISD will offer incentives for early notification by teachers that are retiring or resigning from Seguin ISD so that the HR Department may start early recruitment.

Through the EEIP strategies, Seguin ISD will make constructive changes to its policies and procedures based on research and "best practices". All of the outlined changes and activities will target the identified needs of Seguin ISD and have a positive effect on teacher and student performance.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary								
County-district number or vendor ID: 094901						Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature								
Project period: April 1, 2014, through August 31, 2016						Fund code: 429		
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$753,100	$60,000	$813,100	$753,100	$61,100	$814,200
Schedule #8	Professional and Contracted Services (6200)	6200	$	$15,000	$15,000	$	$15,000	$15,000
Schedule #9	Supplies and Materials (6300)	6300	$90,000	$	$90,000	$90,000	$	$90,000
Schedule #10	Other Operating Costs (6400)	6400	$60,000	$	$60,000	$58,900	$	$58,900
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$903,100	$75,000	$978,100	$902,000	$76,100	$978,100
	Percentage% indirect costs (see note):		N/A	$19,601	$19,601	N/A	$19,601	$19,601
	Grand total of budgeted costs (add all entries in each column):		$903,100	$94,601	$997,701	$902,100	$95,701	$997,701

Administrative Cost Calculation		
	Year 1	Year 2
Enter the total grant amount requested:	$997,701	$997,701
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$99,770	$99,770

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 094901				Amendment # (for amendments only):		
	Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				$	$
2	Educational aide				$	$
3	Tutor				$	$
Program Management and Administration						
4	Project director				$	$
5	Project coordinator		1		55,000	56,000
6	Teacher facilitator				$	$
7	Teacher supervisor				$	$
8	Secretary/administrative assistant				$	$
9	Data entry clerk				$	$
10	Grant accountant/bookkeeper				$	$
11	Evaluator/evaluation specialist				$	$
Auxiliary						
12	Counselor				$	$
13	Social worker				$	$
14	Community liaison/parent coordinator				$	$
Other Employee Positions						
15	Mentor and Recruitment Supervisor		1		25,000	25,000
16	Title				$	$
17	Title				$	$
18				Subtotal employee costs:	$80,000	$81,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			$40,000	$40,000
20	6119	Professional staff extra-duty pay			$601,000	640,000
21	6121	Support staff extra-duty pay			$	$
22	6140	Employee benefits			$72,100	$72,200
23	61XX	Tuition remission (IHEs only)			$	$
24				Subtotal substitute, extra-duty, benefits costs	$733,100	$733,200
25				**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	$813,100	$814,200

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 094901 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$**	**$**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 094901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 094901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	Year 2
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$15,000	$15,000
	(Sum of lines a, b, c, and d) Grand total	$15,000	$15,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 094901 | Amendment number (for amendments only):

Expense Item Description

	Technology Hardware—Not Capitalized						
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$90,000	$90,000
	Grand total:					**$90,000**	$90,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 094901		Amendment number (for amendments only):	
	Expense Item Description	**Year 1**	**Year 2**
6411	Out-of-state travel for employees (Includes registration fees) Specify purpose:	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$60,000	$58,900
	Grand total:	**$60,000**	$58,900

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 094901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$0	$0
			Grand total:	**$0**	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 094901 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			7419	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	415	5.59%	Attendance rate	94.6%
Hispanic	5061	68.2%	Annual dropout rate (Gr 9-12)	0.0%
White	1818	24.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68.0%
Asian	47	0.6%	TAKS commended 2011 performance, all tests (sum of all grades tested)	11.0%
Economically disadvantaged	5106	68.8%	Students taking the ACT and/or SAT	54.8%
Limited English proficient (LEP)	707	9.5%	Average SAT score (number value, not a percentage)	1364
Disciplinary placements	235	2.9%	Average ACT score (number value, not a percentage)	20.2

Comments

The above enrollment data are based on the Fall 2013 PEIMS report and the category data are primarily based on the 2012-2013 Texas Academic Performance Report or TAPR. A few issues are not shown in these standard data: 1. Annually there is on average 11% of SISD students relocate to another school within Seguin ISD - a high percentage when you take into consideration that we have a single campus for our 6th grade students and a single high school; 2. Seguin ISD has a Special Education population of 687, or 9.3%, of the overall enrollment; and 3. Seguin ISD has a staff turnover rate of 20.5% compared to a state average of 15.3% according to the TAPR.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	40	4.1%	No degree	0	0%
Hispanic	113	23.3%	Bachelor's degree	341	81.2%
White	347	71.7%	Master's degree	79	18.8%
Asian	4	0.8%	Doctorate	0	0%
1-5 years exp.	124	25.6%	Avg. salary, 1-5 years exp.	43,454	N/A
6-10 years exp.	100	20.7%	Avg. salary, 6-10 years exp.	45,611	N/A
11-20 years exp.	127	26.2%	Avg. salary, 11-20 years exp.	48,078	N/A
Over 20 years exp.	80	16.5%	Avg. salary, over 20 years exp.	56,875	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 094901 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	489	559	568	575	575	522	506	525	543	534	620	540	470	393	7419
Open-enrollment charter school															
Public Institution															
Private nonprofit															
Private for-profit															
TOTAL:	489	559	568	575	575	522	506	525	543	534	620	540	470	393	7419

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	18	28	29	28	26	26	26	35	33	34	39	33	32	32	419
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	18	28	29	28	26	26	26	35	33	34	39	33	32	32	419

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the analysis of the district's needs as they apply to the areas of staffing, professional development, and compensation; Seguin ISD followed a modified process based on the NCLB Comprehensive Needs Assessment. Members of the Curriculum & Instruction Department joined the District Site-Based Decision Making team as a part of the grant planning committee. The committee's role was to analyze needs and to have input on the planning, including the programmatic details and the evaluations. At their meeting on January 13th, the committee members were divided into four groups: Student Achievement; School Culture and Climate; Staff Quality, Recruitment, and Retention; and School Context and Organization. Each group was expected to review the provided, available data and information and to identify, based on that data and information, what strengths were evident, what weaknesses were present, and what issues should be a priority for Seguin ISD. That activity allowed for the identification of Seguin ISD's major "needs" because the district's data and information, including the groups' priority results could be compared to the state targets/standards or to the school district's goals and objectives.

The data and information utilized by each of the groups included the following:

- TAPR;
- Vision Document/Progress;
- Student Counts;
- District Performance Objectives;
- Retention Data;
- EOC Assessment Results;
- STAAR Results;
- PBMAS Summary;
- Climate Survey;
- Highly Qualified Report; and
- Walkthrough Data.

Following this extensive group-level Needs Assessment process, the feedback and priority issues from each group were discussed in a combined meeting of the entire grant planning committee. That meeting took into account the feasibility of Seguin ISD to impact each area of need and the timelines needed to accomplish positive outcomes on student and teacher performance. As outlined on the following page, identified needs are: 1.) The high percentage of new teacher and the turnover of staff compounded by the lack of a mentor system; 2.) Professional Development effectively targeting needs; 3.) Career Pathways to enhance internal staff for potential promotion; 4.) Lack of a Performance-based Compensation System; and 5.) Recruitment and Retention. The suggested activities for the EEIP to target the needs of the district were concentrated into priority goals. The result was three priority goals for which the EEIP can dramatically assist SISD: **a. Becoming more competitive with other school districts through incentives to recruit and retain highly qualified staff; b. Reforming the current mentor system into one that is research-based and motivational; and c. Creating opportunities for staff to enhance their professional repertoire and ultimately their effectiveness.**

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 094901 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	While the majority of teachers in Seguin ISD have between 5 and 20 years of teaching experience, 25% have less than five years and there is a 5% drop in the number of teachers with between 0-5 years of experience and those with 6-10 years. SISD does not have a uniform mentor system to provide support. Each campus has their own policy.	The SISD will create a unified Mentor Program that is consistent across the school district and will provide 3 years of support to new teachers. The EEIP will also allow for a Mentor Coordinator to assist the mentors because as we create the Mentor Program there will be new mentors needed.
2.	Professional Development is not catered to all levels of teachers and does not allow for on-the-job follow-up training. Teachers have submitted negative feedback on current Professional Development offerings based on their skill level and needs.	SISD will modify the current Professional Development offerings to be differentiated based on teachers' teaching-levels and needs with increased opportunities during the school week to allow for shared pedagogical ideas.
3.	SISD has found some of the best applicants for higher level positions within the district are from internal candidates. However, the personnel may not have adequate training to fully step into a new job without assistance. Also, some excellent teachers do not have the finances to continue their education.	SISD would like to create a Career Pathways Program for its teachers to encourage personnel to fulfill higher-level jobs. The EEIP will provide a support system as well as financial support for teachers to enhance their education.
4.	SISD does not currently have a performance-based Incentive Program. Some of the systems in the past have not had significant rewards to encourage participation or they have not provided a consistency that allows for all teachers to be eligible no matter if they are a core-teacher or fine arts teacher.	SISD would like to create an Incentive Program that creates and encourages a professional learning environment that will ultimately impact student success.
5.	SISD is at a disadvantage in teacher recruitment and retention due to its geographic location and how it currently administers its compensation and support systems.	SISD will ensure that employee compensation is competitive with surrounding districts. SISD will also align its Professional Development Program and its Mentor Program so that all teachers new to the school district are supported.

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Schedule #14—Management Plan

County-district number or vendor ID: 094901 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Coordinator	Valid Teacher Certificate; Previous grant management experience; Previous supervisory experience.
2.	Mentor Supervisor/ Recruiter	Retired teacher; Previous mentor experience.
3.	Evaluator	Experience with program evaluation; Previous grant experience; Positive referrals.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Coordinate Grant Program Activities and Ensure Effectiveness	1.	Hire a Grant Coordinator	04/01/2014	07/01/2014
		2.	Contract an Evaluator	04/01/2014	07/01/2014
		3.	Establish Grant Committee and create a calendar	05/01/2014	07/01/2014
		4.	Monitor Results	04/01/2014	08/31/2016
		5.	Early Hiring practices Coordinated	04/01/2014	07/01/2016
2.	Establish Mentor Program	1.	Hire a Mentor Coordinator	04/01/2014	09/01/2014
		2.	Create a Mentor Program Manual for Procedures	04/01/2014	09/01/2014
		3.	Application Process for Mentors	05/01/2014	07/01/2014
		4.	Initial meetings with Mentors/Mentees	06/01/2014	09/01/2014
		5.	Mentor Program Implemented	07/01/2014	08/31/2016
3.	Professional Development Plan	1.	Work with Grant Committee on PD Plan	04/01/2014	07/01/2014
		2.	Contract or create new PD offerings	05/01/2014	08/31/2016
		3.	Monitor PD for effectiveness	05/01/2014	08/31/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Career Pathways	1.	Application Process for new pathways	05/01/2014	07/01/2014
		2.	Define Pathway Policies and Procedures	05/01/2014	09/01/2014
		3.	Carry out Career Pathways Program	05/01/2014	08/31/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Incentive Program	1.	Create a committee to finalize plan details	04/01/2014	08/01/2014
		2.	Create database system for tracking and monitoring	05/01/2014	09/01/2014
		3.	Implement incentive program	07/01/2014	08/31/2015
		4.	Monitor for effectiveness	10/01/2014	08/31/2016
		5.	Continue incentive program	08/01/2015	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Seguin ISD has taken the initial steps in bringing the Data Teams process from the Leadership and Learning Center to the district. The Data Teams model will be utilized to analyze the methods of evaluation and provide performance feedback data that will allow ongoing assessment of progress towards achieving intended outcomes. During regular monthly meetings, staff will discuss implementation of programs and use the time for case consultations to explore new instructional techniques and to share "best practices". The Data Teams process ensures that there is continuous use of data for decision making and that management analysis of current project functioning feeds into decisions about what data is needed and if adjustments in the evaluation methodology are needed.

Since the EEIP is district-wide, it is essential that early formative data be collected and used to make decisions that will insure immediate and long-term success in achieving outcomes. Our evaluation process insures the successful collection of these data; and information from the ongoing monthly, quarterly and yearly formative evaluation sessions and reports ensure that we are on target on performance and taking appropriate follow-up on programmatic feedback, including making any needed adjustments. Projected outcomes, including timelines and budget performance, will be continuously monitored and measured against actual outcomes to determine if the current program is on track to meet the desired goals and objectives. Should there be a disparity in the projected versus actual performance data, the activities and strategies will be further analyzed to determine if adjustment to current practices need to be made. A full annual review of all timelines and outcomes will be completed each semester and shared with the Board of Trustees, school district and campus administrators (Principals and Assistant Principals), staff, teachers, students, parents, and members of the community. The site-based Decision-Making Team will review, at least once a semester, the Data Team process and determine if it aligns with the Seguin ISD's Needs Assessment process and its District Improvement Plan and make recommendations on changes to the methods of evaluation should they be required.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Efforts and Coordination

Seguin ISD's current Incentive Program only provides teaching stipends in hard-to-staff subjects and longevity stipends for teachers within the district. Seguin ISD has previously participated in the DATE grant, which required a matching portion from our General Funds. As we begin to introduce our new performance-based Incentive Program with the assistance of the EEIP, Seguin ISD will phase-out its previous and current stipends and incentives to introduce our new performance-based Incentive Program, meaning that General Funds will be available to contribute to the sustainability of the EEIP. In addition, with the support of a variety of funding resources Seguin ISD currently supports teacher and administrator professional development in areas that are directly related to content areas, teacher growth, and teacher/principal leadership. Those funding resources (state, federal, grants, in-kind donations, Title I, Title II, IDEA, reallocated General Funds, and monetary donations from local individuals and businesses) as Seguin ISD moves to a new Incentive Program that will enhance our teaching and administration staff and ultimately have a lasting positive effect on student achievement.

Project Participation and Success

The newly designed SISD Incentive Program and SISD Mentor Program both have monetary compensation that will entice participation for several years. The selected mentors could receive compensation for up to three years by being a mentor for the same first-year teacher. The performance-based Incentive Program has a minimum standard that requires teachers to receive at least a "meets expectations" rating on their annual evaluation(s). Higher compensation is provided for those that continue to go above and beyond annually and are committed to not only their own success but to the students' as well. Based on a recent survey 78.9% strongly agreed or agreed that they would support an incentive program tied to professional development and 71.7% strongly agreed or agreed to support an updated mentor program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 094901 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Mentor Reports	1.	Mentor Coordinator reports to Asst. Supt of C&I and HR on progress.
		2.	Mentor-Mentee Progress Reports showing acclamation to teaching.
		3.	Student growth shown in Mentee's classroom.
2.	Eduphoria Reports	1.	High participation in Professional Development.
		2.	Positive feedback from sessions offered.
		3.	Observations showing use of concepts from Professional Development.
3.	Observations	1.	Positive reports on observations.
		2.	
		3.	
4.	Evaluations	1.	Teacher evaluations will be Proficient or Exceeds Expectations.
		2.	
		3.	
5.	Student Achievement	1.	Student scores will show growth.
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Systems

Seguin ISD will store all programmatic data in Eduphoria and TEAMS. This will house data and information on the EEIP and its participants in the following areas: Professional Development; Walk-Throughs and Observations; Student Achievement; Student Attendance; and Student Discipline Data. Seguin ISD's internal Data Systems Specialists that can create forms output and analyze data from these areas that will be used to monitor progress. An outside Program Evaluator will be contracted to assist in the evaluation design and timeline. At a minimum, evaluation standards will be reviewed monthly by the grant planning committee to analyze and evaluate program and project data and delivery. Any unexpected results will be brought before the Grant Coordinator and personnel from the Curriculum & Instruction Department and the Human Resources Department to analyze and create solutions. These identified key personnel will serve as the grant team. The next steps for the team will involve reviewing the EEIP as a whole and creating an amendment to the original grant application if needed. Overall grant progress will be shared each semester with the district leadership committee and the Board of Trustees.

Evaluation

Evaluation services for the EEIP will be contracted with an outside evaluator using Seguin ISD's standard bid process. The Program Evaluator will be chosen on the basis of previous successful experience with federal grants and the ability to meet other Seguin ISD requirements. The Program Evaluator will create a detailed evaluation design that is robust and cost effective, using key elements of the Total Quality Management Strategy, including the following: online user satisfaction survey methodology; face-to-face interviews with key constituents; and other appropriate qualitative and quantitative methods as identified by the team. In addition to fulfilling the specific evaluation requirements, the team will work directly with the Grant Coordinator and be actively involved in structuring a formal, ongoing monitoring system that will assist in identifying program strengths and weaknesses. The goal of the ongoing monitoring will be to identify issues in implementation that can be addressed and resolved quickly. Both quantitative (WHAT happened) and qualitative (WHY it happened) methodologies will be utilized to assess implementation and outcome issues. Where feasible we will use evaluation instruments that have been tested for validity/reliability and have established normative data with samples equivalent to the target population in areas identified as having "high-needs". Control group and normative data will be used for comparing target group results whenever possible.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Needs and Concerns

With the assistance of the EEIP, Seguin ISD will create the SISD Mentor Program which will address the following topics/concerns: "teaching is the only profession that requires beginners to do the same work as experienced teachers" (Tellez, 1992); "That without mentor support, it is estimated that 32% of Texas new teachers hired will leave the profession within five years" (Texas Comptroller, 2006); and the geographic location and the current Professional Development offerings of Seguin ISD. The Mentor Program will address the topics/concerns through a fully-integrated format that will assist new teachers with a two-pronged support system considered necessary by researchers and practitioners: psychological support and instruction-related support (Stansbury and Zimmerman, 2000).

Seguin ISD does not have a uniform mentor system. Currently campuses elect the type of mentor system that is provided and that mentor system would be viewed by many as a buddy system. As noted above, the current system, which was elected by the campuses, would be viewed by many as a buddy system. It is composed of experienced teachers being a confidant and advisor to the mentees but it does not include a defined structure, or a consistent evaluation component. Consistent with the EEIP, Seguin ISD plans to **reform the current mentor system into one that is research-based and motivational.** In a recent survey of teachers, 45.2% stated that they did not have knowledge or understand the district's mentor program. 71.7% of those surveyed were in strong agreement or agreement that they would support an updated mentor system if offered. With the advice of staff at Educational Service Center 13, Seguin ISD has already obtained mentor system models from four school districts and completed internal analyses to determine which model and which components would best fit Seguin ISD. That activity led to the best programmatic details from each of the four models being utilized for the creation of the SISD Mentor Program, which includes but is not limited to the following reforms: 1. A part-time retired teacher to serve as a Mentor Coordinator; b. Defined application, selection, training, and support processes for mentors; and 3. a two-pronged (i.e., psychological and instructional) support system for new teachers.

Mentor Selection and Training

Mentor applicants will be required to submit an application on or around April 30th of the current school year for selection for the upcoming school year. Mentors candidates may also be nominated by school administration and those nominated will have a two week time frame to complete the application should they so choose. The mentor applicant should have at least four years of successful teaching experience, of which two must have been in Seguin ISD with at least a "proficient" rating, or higher, during the two years of Seguin ISD experience. Mentor applicants who are currently Seguin ISD teachers must have a recommendation from a Seguin ISD administrator who has completed classroom walk-throughs that can attest to the teacher's classroom management, organization, lesson planning, classroom instruction (including differentiation and student engagement), and assessment skills and abilities. After approval as a mentor candidate by a review committee, mentors must agree and successfully complete a mentor training regiment, which currently includes the following: an orientation meeting in June; completion of the online program for support from Performance-based Academic Coaching and Training (PACT) to be completed on their own time over the summer; and a kick-off training prior to the beginning of the school year

Mentor Stipends

The current stipend for mentoring in Seguin ISD, when it occurs, is $200 annually. Based on the additional trainings and responsibilities, Seguin ISD will be providing up to $600 annually for mentors in its new Mentor Program. For optimum results, we would prefer to have a 1:1 ratio of mentees to mentor for which a mentor could be eligible to receive a $400 stipend upon successful completion of one year. Mentors and mentees will be assigned for a three year period, meaning there is the opportunity for an additional $100 per year for the mentor if the mentee remains in the school district and is again assigned to that mentor. The maximum teachers that could potentially be assigned per mentor is one first year teacher and two previous mentees.

Mentor/Mentee Meetings and Release Time

Seguin ISD will provide an opportunity for mentors and mentees to meet during the new teacher orientation at the

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beginning of each school year. The Mentor Program will aim to provide a mentor in the same grade or content area as a new teacher in order to coordinate planning and conference periods and to allow for release time. It will be a requirement for mentors and new mentees to meet once a week during the first six weeks of the school year and once every other week thereafter. Monthly topics will be suggested for meetings to aide in the facilitation of the mentor/mentee relationship. mentor/mentee Logs will be utilized to document the mentor/mentee meetings and they will be turned in to the Mentor Coordinator. (Note: Previous mentees and their mentors will be required to meet once per six week period.)

Mentee Observation Opportunities

Seguin ISD campus administrators (Principals and Assistant Principals) currently complete and report on 25 classroom walk-throughs a week with emphasis provided on new teachers and struggling teachers. The complied reports, specifically the walk-through data and observations, will be shared with the mentors. Mentors themselves will be expected to observe a full classroom period of their mentee(s) at a minimum of twice a semester. Mentees will be provided release time to observe their mentor at least twice a semester and will be included once in the first semester on administrator walk-throughs of other teachers in order to observe other teachers outside of their grade level or content area. (Note: Previous mentees will have one observation by their mentor each semester. These observations will be non-evaluative and provide supportive and constructive feedback to the previous mentees.)

(Note: Walk-throughs are defined as informal, short observations of 15 minutes or less. Observations are defined as 45 minute formal observations or longer)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Needs and Concerns

At the beginning of the 2013-2014 school year, Seguin ISD had only one Principal that has been on their assigned campus for more than two years. Four Principles were relocated to a different campus within the district to address deficiencies at high-need campuses. The recent changing of personnel, including the hiring of an additional seven Assistant Principals at the elementary school level has posed a challenge in creating Professional Development Program opportunities on "best practices" and on walk-throughs and formal observations. Through the EEIP we would like to provide more extensive training for all campus administrators (Principals and Assistant Principals) and to extend the training to our Instructional Coaches. While we have standardized processes, data has shown inconsistencies based on how each administrator evaluates. It is vital that administrators and Instructional Coaches be provided information on what to look for in classrooms and how to provide beneficial feedback and productive criticism to the teachers. In addition, when the data and areas of concern are shared between administrators, there needs to be a common understanding of the feedback provided to teachers so that all administrators can be cognizant and provide support to teachers.

Multiple Observations and Rubrics

Seguin ISD currently conducts campus-based classroom informal observations in the form of short walk-throughs as a standard under the directive of the Seguin ISD Board of Trustees. The standard is 25 walk-throughs of 15 minutes or less, by each campus administrator (Principals and Assistant Principals) with an emphasis on new and struggling teachers. Campuses are provided a rubric which addresses the following main topics: Unit Assessments and STAAR; Year-at-a-Glance and TEKS Verified Document(s): Instructional Focus Documents; Instructional Resources; Differentiation and Scaffolding; and Learner Management. Sections are included under each main topic providing check marks of yes or no if items were included and an overall comment area for each category. Information is provided to the teachers and areas of concern are addressed within 10 days of a completed walk-through. In addition to the campus-level observations, district-level personnel conduct walk-throughs on each campus twice a semester. Their rubric consists of two main areas: 1) What patterns or trends do you notice in the areas of – Instructional Planning, Clearly Communicated Learning Targets, Academic Vocabulary, Differentiation and Student Engagement and; 2) What are the implications of the observation data collected. Feedback is provided to campus administration and the Instructional Coach within 24 hours of the walk-throughs being completed. Formal Observations are completed twice a year and follow the Professional Development and Appraisal System (PDAS) guidelines and consist of a minimum of a 45-minute observation. Advanced notice is given to the teacher prior to the Formal Observation and feedback is provided within 10 days.

The teacher is appraised on the following domains:
Domain I: Active, successful student participation in the learning process
Domain II: Learner-centered instruction
Domain III: Evaluation and feedback on student progress
Domain IV: Management of student discipline, instructional strategies, time and materials
Domain V: Professional communication
Domain VI: Professional development
Domain VII: Compliance with policies, operating procedures and requirements

Training and Key Personnel

Based on the previously mentioned change in campus administration and the addition of Assistant Principals at the elementary school level, Seguin ISD is in need of extensive professional development to address "best practices" for conducting, recording, and utilizing observations. Currently, Seguin ISD leadership is given overviews of many topics that are occurring on campuses; however, we would greatly benefit from assistance in providing follow-up training and individualized instruction for key personnel. Through the EEIP, in addition to campus administrators (Principals and Assistant Principals), we will train our Seguin ISD Instructional Coaches in a variety of topics including, but not limited to, the following: PDAS training; Crucial Conversations; and book study on Leverage Leadership and specific, measurable

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feedback. Avenues to provide the training will be through the monthly scheduled leadership meeting, the monthly Assistant Principal Academies, the weekly Instructional Coach meetings, and a to-be created online training.

Pre- and Post- Observation

For the Informal classroom walk-throughs there are no pre-observation meetings. Principals and District staff may or may not notify teachers of the walk-throughs as they are to be spontaneous monitoring of classroom instruction. The post-observation meetings for the informal walk-throughs provide a summary of findings and a discussion of strengths and concerns. If there are concerns, the administrator will set measurable, bite-sized, and data driven recommendations for improvement. Goals will be set for the teacher to improve in areas of growth. For the Formal Observations, the pre-observation meeting consists of goal setting with the teacher that may include "look-fors" in the classroom. The post-observation meetings will address findings and discuss strength and areas of growth. Should a teacher have several concerns based on walk-throughs and Formal Observation data, the teacher may be placed on a Growth Plan as outline in PDAS.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Evaluation Rubric

Seguin ISD administrators (Principals and Assistant Principals) are provided training to utilize the Professional Development and Appraisal System (PDAS), which is the evaluation standard across Seguin ISD. The appraisal calendar for formal evaluation utilizing PDAS is divided into three 12-week periods.

Below is a general timeline of the evaluation process throughout the school year:
First 12 Weeks
- Teacher Orientation within the first 3 weeks.
- Teacher Self Report, Part I no later than 3 weeks after Teacher Orientation.
- Walk-throughs, ongoing throughout the year.
- Formal Observations (45 minute minimum) no earlier than 3 weeks after Teacher Orientation.

Second 12 Weeks
- Walk-throughs, ongoing throughout the year.
- Teacher Self Report, Part II.

Third 12 Weeks
- Walk-throughs, ongoing throughout the year.
- Teacher Self Report, Part III.
- Formal Observations (45 min minimum).
- Summative Annual Report, 15 days before summative conference.
- Summative Conference no later than 15 working days before the last day of instruction.

Domains

Each Seguin ISD teacher shall be appraised on the following domains:
Domain I: Active, successful student participation in the learning process; Domain II: Learner-centered instruction; Domain III: Evaluation and feedback on student progress; Domain IV: Management of student discipline, instructional strategies, time and materials; Domain V: Professional communication; Domain VI: Professional development; Domain VII: Compliance with policies, operating procedures and requirements; and Domain VIII: Improvement of academic performance of all students on the campus. Each Domain includes evaluation dimensions to analyze teacher performance. Data collected from walk-throughs, formal observations, Teacher Self Reports and other information is utilized. Teachers will be scored in Domains I through VIII as either exceeding expectations, proficient, below expectations or unsatisfactory. As Domain VIII applies to student performance, teachers will be scored as exhibiting efforts to enhance academic performance; efforts to enhance student attendance; efforts to identify and assist students in at-risk situations; and campus performance rating. Domain VIII does not apply to new teachers. For each domain there are between two and five evaluation dimensions to assist in uniform evaluation by the administrator. In addition, there are statement in four categories – Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory. The administrator will score the teacher on how many of each statement correlate to the teacher in the specified category.

Formal Evaluations/Summative Meetings

Campus administrators (Principals and Assistant Principals) are assigned teachers, with whom they complete evaluations and appraisals throughout each school year, following the PDAS calendar. The evaluation/appraisal process consists of one 45-minute Formal Observation and a minimum of two walk-throughs each school year. Following the formal observation, the administrator will provide to the teacher feedback in each domain area observed. The teacher has five days to request a second observation if unsatisfied with the Formal Observation feedback. The second Formal Observation, if needed, will be conducted by a district-level administrator. The district-level administrator will complete the PDAS domains. During a scheduled meeting, these results will be shared with the teacher. A summative evaluation meeting will be held at the end of the instructional year to address all domains with the teacher. The

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administrator can discuss with the teacher, why the statements under each evaluation criteria applies to them based on their observations. Teachers that meet expectations are provided with a "Proficient" or an "Exceeds Expectation" rating based on the PDAS evaluations. Teachers that are "Below Expectations" in two or more domain areas based on the evaluation criteria are placed on a growth plan. The growth plan will include strategies and suggested professional development opportunities to enhance their instructional capabilities. The teacher will have additional monitoring by the administrator and work closely with the instructional coach to focus on the strategies in the growth plan over the next school year to ensure proper support is provided to the struggling teacher. Teachers that are consistently evaluated as Proficient or Exceeds Expectations will be referred as a potential mentor or as an applicant for the Career Pathways Program in Seguin ISD to further their career in the district.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Carnegie Council on Adolescent Development states "Teachers need time to form themselves into smooth functioning teams. They need time to express ideas, talk about students for whom they share responsibility, describe their success to other teachers, and seek counsel from college on solving problems".

Through the EEIP, Seguin ISD will be able to enhance its teachers' collaboration environment and opportunities in at least three ways:
1.) Create a uniform, and district-wide standard of collaboration time
2.) Formally analyze and assess the teachers' planning days and their Professional Development Program for effectiveness
3.) Utilize lead teachers to assist with collaboration

Seguin ISD has taken some initial steps in providing district-wide collaboration time. Last year, the secondary campuses, 7 through 12 grades, were provided two conference periods for teachers; and this year that has been extended to the 6th Grade Campus. The teachers have their regular conference period and the additional period to promote regular collaboration and planning. Instructional Coaches are present in the collaboration sessions to aid in the facilitation of the Data Teams process as well as in both the Response to Intervention and the Common Instructional Framework. Based on the identified needs of the district, to effectively impact student growth and to create a functioning team, the extended collaboration time needs to be offered at the elementary schools. The elementary campuses currently only have one conference period but through the EEIP steps will be taken to extend their available collaboration time and to continue creating a uniform, district-wide standard.

Model
Based on research from the National Center on Time & Learning, effective collaboration models must include the following:

Time - Sufficient time is provided for teachers to identify student learning needs and share, review, and provide feedback on instructional practices that address these needs
Content - All teacher collaboration and professional development is a mechanism for teachers to improve instruction and build expertise
Leader Support - District and school leadership see frequent collaboration as the primary vehicle for the relentless improvement of instruction and ultimately student performance
Structure - Teacher collaboration is purposeful and part of a school-wide plan with clear goals and consistent practices used across all teams
Culture - Organization promotes sharing honest feedback and a commitment to improving classroom instruction among teachers and administrators

Facilitation of Collaboration
Seguin ISD currently has Instructional Coaches and Department Leads. Through the EEIP, Seguin ISD will reform the Department Lead positions into Lead Teachers who will be facilitators during the collaboration enhancement days and times in order to lessen the time Instructional Coaches spend facilitating collaboration so they can be more involved with the Professional Development Program. Importantly, the Lead Teachers will be provided additional time weekly to collaborate with each other across grade levels and content areas. This will allow for the Common Instructional Framework and student analysis through the Data Teams process to occur regularly. The use of facilitators is a researched-based practice that is supported by the National Center on Time & Learning. The facilitators assist schools in navigating the fine line between having enough time to collaborate but not effectively utilizing the time; and being a successful school that has plenty of time for high quality collaboration.

Seguin ISD currently provides seven contract days that are to be used as planning days or for the Professional Development Program or as two early release days. Through the most recent Needs Assessment process it was determined that the current use of time during the seven days is not efficient. First, the early dismissal days are located

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the day before a school holiday and, based on the amount of time provided, are not conducive to a productive time period. A major issue for the district in moving the early release days or adding more to the calendar is the impact on the local community. The low-socio economic status of many of the children leads to issues with childcare when the children are not in school. In order to be sensitive to their needs, Seguin ISD proposes that classroom substitutes be utilized once a month, at a minimum, to expend collaboration time for the teachers without impacting the families. This would also allow for cross-disciplinary collaboration, which is not a common practice at this time. The substitutes will become a cadre of highly-skilled substitutes that are selected specifically for mass release time on the campus level as not to hinder instruction. The substitutes will be selected from the district's current personnel and additional substitutes will be recruited if needed.

By having **leader support** which offers additional collaboration **time**, and the facilitators to focus on **content, structure** and **culture**, the collaboration among professionals will be effective and have a positive impact on student growth.

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Seguin ISD has reviewed its Professional Development Program along with the needs of the school district and determined that there are gaps in aligning the needs of the teachers to that of the students. Seguin ISD has reviewed research from the National Comprehensive Center for Teacher Quality and has discovered that highly quality professional development should take into consideration: Developing a deeper understanding of the community served by the school; and the Development of subject specific pedagogical knowledge. Through the assistance of the EEIP funds, Seguin ISD will address the areas of concerns identified in the need assessment that are currently hindering an effective Professional Development Plan and align the Plan to research-based strategies.

Collaboration Time

As previously mentioned, the inconsistencies in available time to collaborate across campuses will be addressed through the EEIP. That is important because in the current structure, job-embedded Professional Development is limited because the majority of all available time is utilized for planning and for enhancing collaboration. In addition, by adding Lead Teachers, the Instructional Coaches will be available to assist with one-on-one and small group coaching to address any issues found in or resulting from the student observation, evaluation, and assessment data.

Professional Development and Follow-through

Due to the limitations of professional development days allocated on the school calendar, Seguin ISD would like to make more effective use of time and also differentiate instruction in its Professional Development Program. First, the current professional development structure and format will analyzed for efficiency. For instance, the Program has two days prior to beginning the spring semester that offer some options: 1.) Should there be some work time and professional development split on both days?; 2.) Do you let teachers collaborate on the first day and do professional development on the next day?; and 3.) Or should those days be flipped? The Professional Development Program's structure, format, and calendar depend on these questions being answered by the teachers. Those answers along with the solution(s) to the previously mentioned issues related to early release days and to the development of a cadre of highly skilled substitutes will have a significant impact on the need for more effective use of time.

Teachers will have input in the topics and the delivery methods of professional development. This will be accomplished through surveys and committees. The Curriculum & Instruction and Technology Departments begin planning for professional development for the following year in the Spring. Teachers will be invited into these sessions to form committees. Similar to differentiated instruction for students, Seguin ISD will tier professional development sessions to the needs of the teachers and their skill level. This will include providing a more conference style approach, which allows for the use of differentiated mentoring strategies, rather than simply scheduling sessions that all teachers must attend. "Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers" (Chambers, Lam, & Mahitivanichcha, 2008). Due to the experience level range of the teaching staff, teachers just out of college may have more knowledge in some areas than experienced teachers in areas such as differentiated instruction and technology while experienced teachers may be more proficient in planning and interventions. By layering the professional development offerings, it will be a more efficient use of the teacher's time. In addition to standard professional development options, teachers will be recommended for classes based on observations, evaluation and student assessment results. Following the suggested professional development session, the instructional coach or campus administrator will assist in follow-through of the instructional concept or strategy in the form of observations, modeling and coaching. With the EEIP funding, teachers will be able to access additional venues of professional development, to include access to customized and tailored online professional development. Increased online offering may also include the taping of webinars that can be shared, creating wiki's for question and answer sessions or live streaming of sessions. The administrator of the online course will sent out periodic questions or topic to the class enrollees to follow-through on the training. The committees will create an outline in the Spring which will determine which courses will be offered in house, which will be contracted and which will need to be created utilizing technology. The Curriculum & Instruction and Technology Departments will be responsible for the organization and scheduling of the professional development sessions. All schedules and registrations for the sessions will be through Eduphoria to provide a database to track attendance and award credits. These credits will assist in the assignment of

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points for the tiered incentive program. As needs for teachers can change throughout the year and from one school year to the next, the committees will reconvene at least once a semester to review participation data and feedback from teachers to drive further professional development offerings. Feedback from walk-throughs will also be analyzed to determine if strategies presented in professional development sessions are actually being utilized in the classroom to impact student performance. By having the points for the incentive program tied to professional development and evidence of implementation in the walk-throughs, this information will be readily accessible through Eduphoria.

Overall, Seguin ISD will create, monitor and successfully execute a more effective professional development plan tied to observation and formal evaluation results as well as both formal and informal student assessment data with the assistance of the EEIP.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Market Supply and Needs

Seguin ISD currently offers stipends in hard-to-staff areas such as math and science. These stipends are comparable to other school districts in the area. Overall, however, the types of stipends offered are not consistent and our research has determined them to be ineffective. Additionally, compensation for teachers' pedagogical growth and responsibilities is inconsistent and therefore to be competitive with the market and foster a healthy environment aimed at student and teacher success. Market supply stipends and compensation for teacher pedagogy will be phased out and a newer system of teacher compensation will be created based on research and surveys from teachers.

In general, research indicates that "multiple prizes can be more effective than a single large prize that most employees have little chance of winning. . . . The optimal incentive system needs to include an array of intermediate awards to elicit more total effort from employees" (Taylor, L., Springer, M.G., Ehlert, M., 2009). Other research, too, indicates that monetary awards alone make little difference in student achievement unless they are embedded in cultural changes in the school environment – greater collaboration among teachers, more support for new teachers, and stronger leadership from principals (Greenlee, B., Brown, J.J. Jr., 2009). SISD believes that a new award structure, running from a low $500 single award to a high of $2,500 for a teacher who is eligible in all categories, provides a sufficient award with an array of intermediate levels to stimulate teacher participation and performance enough to affect student performance.

Based on a recent survey, teachers indicated that they agree or strongly agree that: 1.) Incentive pay for teachers based on individual teaching performance is a positive change to teacher pay practices; 2.) Incentives for teachers should be tied to teaching quality as measured by walk-throughs and classroom observations; 3.) I would support an incentive program tied to professional development.

Strategic Plan

Seguin ISD will create a tiered system based on factors that will: a. induces teacher pedagogical growth, b. foster a collaborative environment and c. Impact student performance. The tiered system will be based on points awarded in various areas of professional development, assuming leadership roles, committee representation, and student performance. Teachers will have the ability to earn up to $2,500 if they reach the sixth and highest tier. Monetary compensation does not occur until the second tier as the first tier is based on standard teacher expectations which will be reflected in their evaluations. However, while no monetary compensation will be provided, the teachers will earn a compensation day for meeting expectations. Teachers that participate in optional professional development in Seguin ISD through after –school courses, online course offerings or over the summer will earn points to reach a higher tier level. Points will also be provide to teachers that participate on district-level committees such as the Site-based Decision Making Team, the Calendar Committee, District-level Grant Committees, etc. Teachers that complete professional development activities, including sessions, outside of Seguin ISD will be rewarded points if it is an approved activity or session. If the activity/session occurs during a school day and the teacher is on contract time and a substitute is provided by Seguin ISD there will be no points awarded. However, if the teacher returns and provides training back to the campus or at the district level, points will be rewarded. Seguin ISD reserves the right to extend points in other areas as programmatic evaluation and effectiveness occurs. The Grant Coordinator will create a committee to finalize details of the plan and be a layer of monitoring for evaluation.

Currently, It is expected that, points will be awarded to reach higher levels for performance and results in the following areas:

- Local Professional Development;
- Outside Professional Development;
- Participation on committees and/or teams;
- Presenters and/or trainers of others;
- Observations showing use of the instructional concepts and/or strategies from Professional Development;
- Work with the community;
- Work with parents;

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- Participation in after-school courses;
- Participation in online courses; and
- Participation in over-the-summer courses.
-

Teachers will also be rewarded based on student performance. District Indicator II showing the student's growth will be evaluated on a teacher level and based on the percentage of students that meet level II and level III, points will be awarded. Teachers In non-STAAR subjects or grade-levels will have pre-and post tests measure the growth of the students. In order determine effectiveness of the professional development plan for teachers, the end results should have an Impact on student performance. Should teachers meet or exceed expectations on student performance, and meet expectations in regards to professional development, they will be eligible for at least a tier II award of $500. Below is an example of the tier levels and the expected number of teachers participating In Year One. It is expected that some teachers will reach a tier by the first semester. When that occurs, they will be paid at the end of the first semester for the tier they have reached. If they continue to earn points toward a higher tier, the difference will be paid at the end of the school year.

Tier Level (points)	Compensation ($)	Number of Teachers Expected
Tier I - 30	Comp Day	100
Tier II - 35 - 50	500	100
Tier III - 51 - 65	1,000	75
Tier IV - 66 - 80	1,500	75
Tier V - 81 - 95	2,000	50
Tier VI - 95 or more	2,500	40

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Early Hiring Practices

In the spring of every year, the Seguin ISD Human Resources (HR) Department completes an analysis of future staffing needs based on current and projected enrollments. This process takes into account teachers that have submitted a notice of retirement at the end of the school year. A list of potential available positions is created and the HR Department begins their quest for new teachers to commit to SISD. Representatives from the Seguin ISD attend several University Job Fairs each spring, including: Texas Lutheran University, Texas State University, University of Texas at Austin, University of Texas – San Antonio, Prairie View A&M, Texas A&M – Corpus Christi and Texas A&M – Kingsville. In addition Seguin ISD has an internal Job Fair in the April of each year. Through the EEIP, Seguin ISD will offer incentives for teachers to submit notification of retirement or termination prior to March 15. This will provide Seguin ISD ample time for recruitment and hiring which is currently a need in Seguin ISD. Seguin ISD, based on the demographics of the families in the area, enrollment has fluctuated from year to year. This is a result of the approximately 40% of the families in Seguin rent their homes according to the census. Compounded with the low-socio economic status, many families move throughout the year as housing issues arise. This poses an issue at the beginning of school when anticipated enrollment does not match actual enrollment and the HR Department has to coordinate to ensure that all classes meet appropriate class size levels. If the majority of teachers are secured in their positions early, then the district would have a lesser amount of hiring to be completed at the beginning of school should the need arise.

Application, Interviews, and Credentials

All applications and letters of interest are received by the HR Department, which forwards the information to the appropriate Seguin ISD campus administration. Applications are screened at the campus-level prior to interviews. Candidates are extended an interview invitation by an interview committee consisting of, but not limited to the following: campus administration, counselor, department leads, and Instructional Coaches. If the candidate is eligible for a position at more than one campus, it is possible for them to have an interview with multiple campuses. The committee has a standard set of questions that are ask of each candidate; but the committee can add additional questions as needed.

Example of Interview Questions:

1. Tell us something about yourself: Educational Background, Teaching Experience, and Major Accomplishments.
2. What do you consider to be your major strengths as a teacher?
3. What are some of the instructional strategies that you will use in a 4th grade environment?
4. What kinds of literacy activities would you use in your classroom?
5. What are some of the ways you organize your classroom to promote self-discipline?
6. What will you do to get the parents of your students more involved in the education of their children?
7. What makes you more valuable to us than other candidates?
8. Describe an effective classroom.
9. How would you provide for students with different abilities within your classroom?
10. How will you assess student understanding of instruction?
11. Is there anything else that you would like to tell us about yourself or your teaching abilities?

The committee will score each answer and openly discuss the findings as a group. Candidates will be evaluated and ranked for potential employment. Once a candidate is identified for potential employment, the committee calls to verify references to determine *quality of the applicant* and then submits a final recommendation to the HR Department.

The HR Department will contact the applicant to submit a verbal intent to proceed with the hiring process. A request will be made for college transcripts to assist in determining the *quality of the applicant and of the education preparation program attended.* The HR Department utilized the State Board of Education website to verify certification in the area the candidate is recommended. A background check and fingerprinting if necessary will also be completed. In order to determine appropriate salary based on *previous teaching experience*, the candidate must provide previous service records to the HR Department. Upon completion of verification of the potential candidate, the HR will complete a Highly Qualified form as record for the District's Highly Qualified Report.

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Approval

Prior to the HR Department extending an employment offer, all potential candidates must be voted on and approved by the Seguin ISD Board of Trustees. Following a vote of approval, the HR Department will offer a candidate an employment agreement, a probationary contract, or a term contract depending on their status. If the agreement and salary level based on the district's policies is accepted, the candidate will sign the agreement or contract and become an employee of Seguin ISD.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Needs

Seguin ISD is uniquely located approximately one hour from Austin and San Antonio. Through staff surveys and data analysis, trends have been noticed to where teachers that have longevity in the district, or move up to leadership roles live in Seguin or one of the small neighboring towns. Because of this, Seguin ISD prides itself on hiring and promoting within. However, a defined career pathway system has not been developed which we would like to remedy through the EEIP. This will ensure that the prospective candidates for job openings within the district are not only qualified, but are already prepared with the skills to begin the job on the first day. As evident with the mentor program and professional development redesign as a result of the EEIP, career training prior to the candidate entering a position would be an essential benefit to the district.

Seguin ISD would like to offer pathways in the following areas:

- **District administration**
- **Campus administration**
- **Counseling**
- **Instructional coaches**
- **Lead teachers**
- **Dual-credit teachers**

Program

Participation into a career pathway will be competitive through an application process. Selection will be based on: a. teaching experience, b. student performance, c. classroom observation data and d. peer and supervisor endorsements. In order to properly serve and provide opportunities, a maximum of 20 applicants will be selected per year. The application process will begin in the Spring prior to the Fall Semester to allow for coordination of meetings and Summer professional development. As some career tracts may require more than one year to complete if a teacher is completing a master's program for example, a teacher could be approved for more than one year. To facilitate the learning process, each participant will be assigned a supervisor which will monitor their progress. For the majority of the participants, the Grant Coordinator will serve as a supervisor, however for campus and district administration pathways a representative from the Curriculum & Instruction Department will assist with supervision. The supervisor will coordinate and approve professional development that may occur within the district or without. On a district-level this may include additional opportunities for peer observations; district provided online professional development or book studies. Participants will occasionally be included in meetings and trainings at the level they are pursuing such as Leadership Meetings, Assistant Principal Academies, and Counselor Meetings and/or Instructional Coach meetings. External opportunities may include enrollment in an approved master's program or professional development conferences. Participants in the Career Pathways Program will have access to up to $1,500 to be used as a reimbursement for tuition or registration for professional development as approved by their supervisor. Seguin ISD will require a 2-3 year commitment from any person that completes the Career Pathway Program unless they request a waiver from the Human Resources Department. This will ensure that we are building internal capacity and not losing the district's human capital.

Personnel that have completed the Career Pathways Program will have hiring preference over external candidates for open positions within the district if they have successfully completed the program. Successful completion will include but not be limited to the following factors:

1. Certificates of Completion from Professional Development opportunities
2. Grades if enrolled in a course
3. Book study report
4. Participation in meetings
5. Assigned tasks such as being a presenter
6. Observation by supervisor

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 094901	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academics

Seguin ISD has been rated as Academically Unacceptable for several years. In 2010, CSCOPE was implemented as the curriculum to unify and improve SISD's academic performance. Because of the fast inclusion of CSCOPE in all grade levels and subjects at one time, it took two years for CSCOPE to be fully implemented. Then with the transition from TAKS to STAAR and the addition of EOC testing, teachers had to once again be re-trained on targeted student objectives in the classroom and use of academic curricula. Thus, for the past few years all of the Professional Development Program's available funding has been utilized in two areas: 1.) to train and re-train teachers because of these changes; and 2.) for specific services related to the Academically Unacceptable status(es) of Seguin ISD and several of its campuses. Obviously, Seguin ISD has and will continue to face difficulties in implementing the "best practices: addressed in the Educator Excellence Innovation Program without the assistance of EEIP finding.

Staffing

Another one of SISD's issues in providing services aligned to the EEIP is the available pool of candidates based on our geographic location and salary compensation. Seguin ISD is located 40 minutes to 60 minutes from major metropolitan areas. School Districts within these major metropolitan areas - Northside ISD, Austin ISD, and Schertz-Cibolo ISD – have starting salaries on average of $5,000 higher than Seguin ISD (www.texastribune.org). For the Human Resource Department, it is difficult to attract teachers that live in these metropolitan areas because of the lower salary and the costs associated with driving to Seguin. Teachers that have tenure within the district are those that generally live in Seguin or one of the neighboring smaller towns. Since the staff at each campus needs to have a positive working environment, Seguin also has had recent difficulties with consistent campus leadership. When possible, Seguin ISD aims to promote within if there are eligible and prepared candidates, however if we cannot, similar to teaching staff there appears to be turnover within a few years. With the EEIP, Seguin ISD would like to create a mentor program that provides a personal connection for new teachers to last over a three year period. With the geographic challenges that cannot be changes, Seguin ISD needs to concentrate on support to reduce the number of teachers that leave the district for other reasons. Without the support of the EEIP funds to :**a. Becoming more competitive with other districts through incentives to recruit and retain highly qualified staff, b. Reform current mentor program into one that is research-based and motivational, c. Create opportunities for staff to enhance their professional repertoire and ultimately their effectiveness;** Seguin ISD will continue down a path that includes high turnover, inconsistent professional development, and ultimately a negative impact on student performance.

Demographics

While Seguin, Texas, is the government center of Guadalupe County, the majority of the 365 miles that encompass Seguin ISD is rural. Enrollment data shows 68.8% of the student population is economic disadvantaged, 9.5% is Limited English Proficient, and 9.3% is Special Education. Our population of teachers is diverse to meet the needs of our students and 8.8% of the teachers are bilingual certified and 19.3% are Special Education certified. According to the US Census, approximately 40% of the population in Seguin rents their home. Combines with the low socio-economic status, this has lead to high mobility of our students. On average 11% of the students relocate between the schools in a given year. This would be higher if Seguin ISD did not have a single 6th Grade Campus or High School. Seguin ISD needs to ensure that all teachers have the knowledge and skills to provide a quality education to every student regardless of their background. The EEIP will provide professional development and a career pathway program that would not be possible without the additional funds.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 094901	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014
- Grant Begins
- Grant Committee convenes to review application and begin planning
- Budget is reviewed and created internally
- Job posting created for Project Manager and Mentor Coordinator
- Grant program information shared with staff
- Mentor Program finalized and application sent out to staff
- Career Pathways Program finalized and applications sent out to staff
- Coordination of recruitment and hiring

May 2014
- Interviews for potential staff, and hiring
- Applications received for Mentor and Career Pathways Programs
- New Incentive Program finalized and shared with staff
- Baseline data collected
- Updates to data systems to support programmatic details
- Professional Development calendar finalized
- Program Evaluator bid process begins

June – August 2014
- Grant Committee meetings with new staff
- Program coordination
- Professional Development activities begin
- Mentor training begins
- New teacher orientation and assignment with Mentor
- Program Evaluator contracted and begins work

September – December 2014
- Grant Committee Meetings
- Monitoring of programmatic details
- Evaluation processes in place
- Walk-throughs and first Formal Observations completed
- Professional Development and Mentor Programs continue

January – March 2015
- Grant Committee Meetings
- Monitoring of programmatic details
- Evaluation processes in place
- Walk-throughs and second Formal Observations completed
- Professional Development and Mentor Programs continue
- Early hiring process begins

April – May 2015
- Grant Committee Meetings
- Monitoring of programmatic details
- Formal Evaluation of program
- Walk-throughs and second Formal Observations completed
- Professional Development and Mentor Programs continue

June 2015 – May 2016
- Follow similar timeline as previous year(s)

June 2016 – August 2016
- Final grant evaluation and reporting

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 094901	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EEIP was designed with significant and considerable input from SISD teachers and principals. SISD evaluated current incentive programs including its prior experiences with the District Awards for Teacher Excellence (DATE) grant, and the TEA-funded Performance-Based Compensation System (PBCS) whose design also involved considerable teacher and principal input. Previous survey data and information from teachers were modified and resubmitted to teachers for their input about participation in another PBCS program. Two years of teacher feedback collected during DATE gave SISD considerable insight into how best to serve its teachers with and within a PBCS system. A very recent January 2014 survey effort was similar to the previous surveys and had responses from 181 teachers. The majority of responses in that survey that indicated 'agreement' or 'strong agreement' are as follows: 1.) Incentive pay for teachers based on individual teaching performance is a positive change to teacher pay practices; 2.) Incentives for teachers should be tied to teaching quality as measured by walk-throughs and classroom observations; 3.) That current professional development offerings meet my needs; 4.) They have participated in offered professional development outside of contact time; 5.) They would support an incentive program tied to professional development; and 6.) They would support an updated Mentor Program if offered. The majority of responses in that survey that indicated 'disagreement' or 'strong disagreement' are as follows: 1.) I currently have a good knowledge of the district's incentive program; 2.) I feel that the compensation for those that go above and beyond to enhance their teaching skills or to stay current on information are properly rewarded; 3.) I have knowledge of and understand the district's mentor program. The data and the information from these surveys and the EEIP grant program requirements were shared with SISD's Curriculum & Instruction Department and the District Site-based Decision Making Team, which allowed for alignment of the components as well as the goals and objectives detailed in this EEIP proposal to match and fulfill the SISD identified needs.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Seguin ISD has elected to create a district-wide program in which all campuses will participate in the EEIP. It is our goal to provide a positive culture change district-wide versus targeting success at just a few campuses. By having a district-wide approach, Seguin ISD believes it is at an advantage over other districts that may elect specific campuses. This will be accomplished through the EEIP by providing a research-based program that will benefit teachers and ultimately student growth.

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